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ABSTRACT

This master's thesis describes the relationship between effective principalship and student achievement, school climate, and discipline. It also examines the connection between self-esteem and a principal's effectiveness, student achievement, and student behavior. The conclusion is that "the performance of the principal is a strong determinant of the success of the school as a learning community." The belief system of the principal plays a focal role in creating a negative or positive school climate and culture. Principals need to have a realistic vision for their schools and a plan to achieve it. They must also collaborate with teachers, parents, and the school community. The school community should be encouraged to participate in decision making. Self-worth has a definite impact on the effectiveness of the principal and on student achievement and behavior. Approximately one-half of this document is an appendix that supplies recommendations to principals regarding student achievement, behavior, and self esteem, presented in the form of questions posed to teachers, principals, students, and school administrators with their comments and answers. (Contains 86 references.) (DFR)

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THE RELATIONSHIP BETWEEN SELF ESTEEM AND EFFECTIVE EDUCATIONAL LEADERSHIP: A LITERARY REVIEW, RECOMMENDATIONS, AND INTERVIEWS

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INTRODUCTION

Socrates, Mao Tse Tung and Ditka had trouble with leadership (Broadwell, 1996). The contemporary world needs strong leaders who can initiate positive change, particularly since incidents of violence are becoming quite prevalent in the community (Heller, 1996). Violence and crime seem to have permeated American culture (Walker, 1995). For example, in 1991, the FBI reported that violent crimes committed by juveniles aged 10 to 17 increased rapidly in the 1980s (Walker, 1995). Consequently, violence filters into the schools, creating an unsafe climate for learning and teaching.

School climate affects the principal's effectiveness (Furtwengler, 1985; Sebring & Bryk, 2000). It also interferes with outcomes for teachers and students (Nusser & Haller, 1995). Improvement in school climate will enhance the principal's effectiveness, teacher's performance and students' achievement and behavior. This improvement, however, will only occur if the principal, teachers and students are empowered (Borelli, 1997). Empowerment of these individuals, however, will only be successful if their self esteem is enhanced (Borelli, 1997; Furtwengler & Hurst, 1992; Hartzell & Petrie, 1992).

Self esteem is an influentual quality for effective principals. Even in the 1950s and 1960s, when the role of the principal as an agent of change was popularized, positive self image was an important quality for success (Gretchko & DeMont, 1980). Today, self esteem has been found to strongly affect the effectiveness of principals (Avant & Miller, 1992; Nidds & McGerald, 1994; Wilson, 1991). The principal exerts strong leadership by

maintaining discipline in the school (Furtwengler, 1985; Gretchko & DeMont, 1980) as well as providing an evaluation system throughout the program (Gretchko & DeMont, 1980). Additionally, principals of effective schools are evaluators of objectives and teacher performance.

Teacher performance depends to some extent on self esteem (Rancifer, 1993) and strongly influences student achievement (Furtwengler & Hurst, 1992; Kwal & Fleshler, 1973; Rancifer, 1993) and behavior (Borelli, 1997; Duffie, 1991; Hartzell & Petrie, 1992). Professionals have long postulated about the influence of teacher behavior on student achievement (Bandura, 1982; Colvin & Schlosser, 1997; Lumsden, 1995; Youngs, 1993), or certain curriculum approaches on student achievement (Gretchko & DeMont, 1980; Lumsden, 1995). A productive classroom depends on the teacher (Bandura, 1982; Hartzell & Petrie, 1992; Lumsden, 1995). Effective teachers experience less student behavior problems (Hartzell & Petrie, 1992; Jones, 1984). Research has demonstrated a relationship between student behavior and academic performance (Edmondson & White, 1998; Hartzell & Petrie, 1992; Nusser & Haller, 1995; Radd & Harsh, 1996). Self esteem is crucial in determining student behavior (Radd & Harsh, 1996; Wiggins & Wiggins, 1992; Youngs, 1993) and academic achievement (Moeller, 1994; Wiest, Wong, & Kreil, 1998; Youngs, 1993).

The disruptions resulting from violence in U.S public elementary and secondary schools is a national concern (Fielder, 1999; Heaviside, Rowand, & Williams, 1998; Lewis, 1998; Puente, 1998). Crime in and around schools threatens the well-being of

students, teachers and the community at large. It impedes learning and student achievement (Heaviside, Rowand, & Williams, 1998). In their study on school violence, Heaviside, Rowand, and Williams (1998) found that about 4,000 incidents of rape or other types of sexual battery were reported in the nation's public schools in the 1997-1998 school year. There were about 11,000 incidents of physical attacks or fights in which weapons were used and 7,000 robberies in schools that year. Additionally, about 190,000 fights or physical attacks not involving weapons, about 115,000 thefts and 98,000 incidents of vandalism occurred.

For students and parents, concerns range from the loss of opportunity for student achievement to physical danger (Hartzell & Petrie, 1992). For teachers, disruptions pose serious threats to their ability to teach, a source of stress and fear and a shadow over their public image. For principals, discipline problems retard organizational stability and consume time and resources (Hartzell & Petrie, 1992). A solution to most, if not all, of these problems is the enhancement and development of the principals', teachers' and students' self esteem.

Principals lead organizations that are among the most important in the society (Hart, 1993). They play a focal role in schools. By strong leadership and careful attention to the network of relationships that exist in the school, the principal can nourish a school climate of civility rather than hostility (Walker, 1995). With drugs, gangs and guns on the rise in many communities (Fielder, 1999; Lewis, 1998; Puente, 1998), the threat of violence weighs heavily on the minds of most principals (Heaviside, Rowand, & Williams, 1998).

A high degree of self esteem enables the principal to create a positive social environment that envelopes all staff and students (Walker, 1995).

The school environment determines teacher and student relationships. It also influences teachers' practices and values which, in turn, affect student behavior. Youngs (1993) and Fielder (1999) assert that destructive behaviors are increasing among all students. The symptoms include a steady rise of violent youth, school drop-out rate, and disrespect for educators, parents and fellow students. Flake (1999) adds that the majority of children in inner cities are not learning. Test scores are abysmal, graduation rates are astrocious, and overall performance is low. Heaviside, Rowand, and Williams (1998) contend that not all public schools are safe places of learning and media reports highlight specific school-based violent acts. These problems can only be solved through practices that infuse positive self esteem as a basis for learning and achieving (Pipho, 2000; Youngs, 1993). Self esteem shows itself in the consciousness of one's actions and is manifested in one's behavior (Youngs, 1993). The higher a student's self esteem, the better able he or she is to face challenges and frustrations associated with learning (Wiggins & Wiggins, 1992; Youngs, 1993). Hence, student achievement and behavior can be improved by developing self esteem.

STATEMENT OF PURPOSE

The purpose of this paper was to develop an extensive literature review and recommendations to investigate the roles of effective principals in terms of student achievement, school climate and discipline. In addition, the relationship between self esteem and a principal's effectiveness, and student achievement and behavior were investigated by utilizing interviews and related recommendations.

REVIEW OF RELATED LITERATURE

High performing organizations, such as effective schools, are organizations that change continually as their environments are changed (Furtwengler & Micich, 1991; Ohanian, 2000; Wohlstetter, Kirk, Robertson, & Mohrman, 1997). The roles of a principal in today's changing world are dynamic. Duffie (1991) and Wohlstetter et al. (1997) suggest that the image of an effective principal entwines with the role of instructional leader. Additionally, exactly what being an instructional leader entails remains vague and ambiguous. In much of the literature, instructional leadership refers to the principal's direct connection with classroom instruction (Duffie,1991; Maehr, Midgley, & Urdan, 1992; Nusser & Haller, 1995). Unfortunately, Duffie (1991) points out that these same studies have led to the conclusion that instructional leadership behaviors that may be

positively associated with organizational outcomes in one situation may have a neutral or negative relationship in another. Nevertheless, leadership provides opportunities for teachers, students and parents to deal effectively with tension by identifying, clarifying and changing the cultural elements existing in the school organization (Furtwengler & Micich, 1991). Thus, to understand the role of the principalship, the context of the principal's working environment in relationship to student achievement, school climate and discipline need further attention.

ROLES OF EFFECTIVE SCHOOL PRINCIPALS

An administrator's role is sometimes viewed as a science of control (Duffie, 1991). The function of the leader entails managing the organization in the most efficient manner. It includes the development of a vision for the school. Visionary leadership characteristics are important for effective principals (Dalton, 1997; Sebring & Bryk, 2000; Senge, 1990). These are defined as articulating a future view for the school and providing a strategic plan to achieve that view. Dalton (1997) found that superintendents and elementary principals shared the identical perceptions regarding the relative importance of visionary leadership characteristics of effective principals. Principals must model behaviors consistent with the school's vision (Whitaker, 1997), and develop a clear purpose in the school, so that student achievement can improve (Sohn, 1998). They must identify and implement instructional strategies that will result in achieving the school's vision and mission.

The duties of a principal as an administrator include the role of instructional leader (Duffie, 1991; Wohlstetter et al., 1997). As these instructional leaders, principals must be prepared to deal with teacher supervision and development, teacher evaluation, instructional management and support, resource management, quality control and coordination. He or she must identify effective teaching and provide feedback (Whitaker, 1997). The principal also performs duties related to staff development, ways of motivating teachers and staff moral. A principal's typical day consists of unexpected interruptions, non-instructional needs of teachers, organizational maintenance, discipline problems and frequent administrative meetings with superiors, parents, support staff and others (Duffie, 1991; Whitaker, 1997).

Principals contribute substantively to the success of their schools (Duffie, 1991; Sebring & Bryk, 2000) and greatly determine the personal investment of students (Maehr, Midgley, & Urdan, 1992). As instructional leaders, principals are influenced by role expectations (Avant & Miller, 1992). These are beliefs about attributes, traits and behaviors, which are associated with professionals. They are tied into the individual's belief structure and influence behavior. There are two distinct role expectations, namely descriptive and prescriptive roles. Each of these roles identifies a set of attributes which consist of traits and behaviors. Avant and Miller (1992) define these traits as qualities of the role, while behaviors are actions through which the role is enacted.

In their study, Avant and Miller (1992) found that formal professional training of principals led to the prescriptive role expectations of the work of principals as the

instructional leader. The experience of principals led to the converse descriptive role expectations of the work of the principal as the school manager. The study supported the lack of clear work role expectations of those in the principal position in school settings. Nevertheless, as Evans (1995) contends, a principal must possess a substantive belief system founded on ethical principles and exhibit behavioral patterns that reflect those beliefs, so that he or she can be effective and facilitate change.

The principal is the pivotal player in facilitating change or maintaining the status quo (Evans, 1995; Wohstetter et al., 1997). The importance of this is supported by experience and research (Duffie, 1991; Evans, 1995; Gretchko & DeMont, 1980). Evans (1995) asserts that if the principal does not lead changes in the school culture or if it is left to others, change will not happen. To succeed in initiating positive change, the principal must provide the appropriate opportunities and conditions that are conducive to the adoption and implementation of the best curriculum and teaching practices that will result in student achievement (Bulach & Lumenberg, 1995).

Positive change includes the modification of the curriculum and teaching methods to accommodate the technological advancement taking place as we approach the 21st century. Maxwell (1997) points out that significant changes in the educational environment have inspired structural and functional redefinitions to increase institutional competitiveness. To flourish, education must be able to respond quickly and effectively to reform, especially in the application of new technology so that the students are prepared for today's highly technical work force. Thus, it is imperative for teachers to be provided

with opportunities to learn how to use computers, computer-related technologies and to be taught how to effectively integrate these technologies into their daily curriculum (Maxwell, 1997; Wohlstetter et al., 1997), since computers foster constructivism ideals by making the students responsible for their own learning (McDonald & Ingvarson, 1997). Additionally, computers and technology in general make it possible for students to work at their own pace and deal with subject content that they can handle. In her study, McDonald-Risik (1998) concluded that technology and computerized instruction assisted student learning.

Effective principals must be actively involved with technology, maintain and model person-technology skills equal to moderate-use teachers, and consult knowledgable people about technology (Inkster, 1998). According to Meltzer and Sherman (1997), the principal is responsible for leading technology implementation by obtaining resources, buffering implementation from outside interference, encouraging teachers, and providing the much-needed opportunities for staff development in technology. Additionally, the principal must establish organizational structures to provide a context of support for technology staff development, including a shared vision for technology in schools and an evolving long-range plan (Bradshaw, 1997; Inkster, 1998). This means that the principal must be professional and work in collaboration with parents, teachers, students and the community at large in order to open doors for improved learning and teaching.

The school's principal symbolizes the professionalism of the school's faculty and is the key to acquiring the confidence and respect of parents (Evans, 1995). The principal must

demonstrate to the parents that the child's growth depends on acquiescing to school expectations in a variety of classroom behavior patterns (Hartzell & Petrie, 1992). The principal must also persuade the teachers to take action against the likelihood of repeated underachievement and undesirable behaviors. He or she must attack both the potential and immediate problem, by recognizing that he or she emerges from the interaction of teacher behavior and student behavior within the school's organizational structure (Hartzell & Petrie, 1992). Thus, the principal's responsibility includes working with misbehaving students and with their parents to show that authority, civility, courtesy and accountability are critical to everyone's interests.

The demands of the principalship are numerous. Principals must attempt to meet the needs of students, teachers, support staff, parents, commnunity members and superiors (Bobosky, 1998; Duffie, 1991; McDonald-Risik, 1998; Wohlstetter et al. 1997). The establishment of partnerships between schools and their communities forms the basis for school reform and increased student achievement by increasing the number of people involved in the education of the youth (Bobosky, 1998; Whitmore, 1997; Wohlstetter et al., 1997). To provide an effective learning environment for numerous students, the principal must have conviction, credibility and competence. The challenge for principals is to convey a dependable organizational structure to everybody in the school (Evans, 1995; Hedges, 1998; Retzlaff, 1998). Since students need such security to learn, staff must demand it in order to teach freely, while school boards and parents must require it as a matter of course. Principals, therefore, must articulate and act upon a set of internally

consistent beliefs and principles. It is this sense of consistency, coherence and wholeness that is referred to as integrity (Evans, 1995). Integrity contributes to the effectiveness of principals, which is, in turn, related positively to the effectiveness of the school and an increase in student achievement (McDonald & Risik, 1998; Thomas, 1998; Whitaker, 1997).

EFFECTIVE SCHOOL PRINCIPALS AND STUDENT ACHIEVEMENT

Several studies support the contention that the expectations of principals affect student achievement (Colvin & Schlosser, 1997; Gretchko & DeMont, 1980; Guzman, 1996; Rancifer, 1993; Retzlaff, 1998; Youngs, 1993). In their study, Gretchko and DeMont (1980) found that principals in effective schools have great interest in curriculum and instruction. In order for principals to be effective, however, they must be able to coordinate instruction and curriculum (Duffie, 1991; Hedges, 1998; Standridge, 1997).

The key element of an effective school is an effective principal (Thomas, 1998; Whitaker, 1997; Wohlstetter et al., 1997). In Whitmore's (1997) study, which was designed to determine how the research on effective instructional leadership was being implemented in exemplary middle schools across the United States, it was found that principals in these schools gave priority to activities related to school climate. There is a relationship between positive school climate and increased student achievement (McDonald-Risik, 1998). Bulach and Lumenberg (1995) contend that the principal's

performance influences student achievement, including cognitive behavior, through the mediating influence of school climate.

According to Bulach and Lumenberg (1995), school climate encompasses those psychological and institutional attributes that give an organization its personality such as openess, trust, and collaboration. Collaboration of the principal and teachers is an important factor that contributes to shared decision-making. Both Bobosky (1998) and Whitmore (1997) found that shared decision-making and shared power are essential for effective schools. Hoehner (1997) concluded that effective principals were strong leaders who had courage to share their beliefs and the confidence to empower teachers, giving them a role in decision-making. Effective principals value the input of others into the decision-making process (Thompson, 1997; Wohlstetter et al., 1998), whereas less effective principals seek input but make their own decision (Thompson, 1997). Additionally, effective principals gather and communicate more information about the problem and include great detail in the solutions to the problems.

Shared decision-making is a focus of educational reform in the 1990s (Retzlaff, 1998; Wohlstetter et al., 1997). It is aimed at empowering school staff, creating conditions in schools that facilitate improvement, innovation and continuous professional growth (Kirst & Bulkley, 2000; Retzlaff, 1998). The principal's role in the shared decision-making process has shifted from the traditional authoritarian role to the facilitative role, which encompasses a leadership style that fosters risk-taking, team-building and ultimately, collaborators for student achievement (Retzlaff, 1998). This leadership style comprises of

leadership qualities such as challenging, inspiring, modeling, enabling, and encouraging which are associated with student achievement (McDonald-Risik, 1998; Wohlstetter et al., 1997).

Student achievement is positively impacted by greater participation in site-based decision-making (Standridge, 1997; Wohlstetter et al., 1997). Thompson (1997) concluded that effective middle school principals try to focus decisions on implications for students, to understand problems in terms of others rather than self, and to use collaborative decision-making. Community support, parental involvement, and teachers who are empowered to share in decision-making contribute to the enhancement of student learning (McDonald-Risik, 1998) and the successful acquisition of literacy skills (Colvin & Schlosser, 1997).

Teachers and principals must understand the relationship between student literacy beliefs and the behaviors that follow so that they can develop new perspectives for interpreting student behavior, which in turn enables them to address students' weaknesses in ways that encourage risk-taking and persistence (Colvin & Schlosser, 1997). Teachers must believe that students can be competent and capable learners. If students perceive teacher support, they are inspired to higher levels of persistence (Colvin & Schlosser, 1997). Additionally, teachers must give the students tasks that are challenging and require an investment of their efforts as learners. They should break down tasks into their component steps and address one step at a time. They must set high standards and help

the students to meet these standards (Flake, 1999). To foster student achievement, self efficacy as a quality of the teacher is crucial.

Teacher efficacy is among the most significant social-psychological factor that has influenced school effectiveness, student achievement, and positive school and classroom climate (Sofford, 1997). Principal behavior predicts teachers' efficacy since teachers' perceptions of the behaviors of the principal enhance teachers'confidence in their ability to influence student achievement (Sofford, 1997). It becomes imperative for principals to model appropriate responses and behaviors for students, teachers, parents and other staff members (Whitaker, 1997). Additionally, they must communicate to staff the belief that all children can learn and succeed, and that schools can enhance student success. Sohn (1998) concluded that principals who supported the development of a clear purpose in their schools contributed more to improved student achievement. Hedges (1998) found that in high-achieving schools, principals provided vision, modeled behavior and provided more support than did principals leading low-achieving schools. Effective principals, therefore, must strive for excellence. This is possible only if they work tirelessly with the community to create schools that promote a warm climate that will result in increased achievement and positive student behavior.

EFFECTIVE SCHOOL PRINCIPALS, SCHOOL CLIMATE, AND DISCIPLINE

The misbehavior of students has caused embarassment to the home, school, community and the nation at large (Borelli, 1997; Edmondson, & White, 1998; Rancifer, 1995). In

the daily newspapers and news broadcasts, we are informed of acts of violence in our schools (Fielder, 1999; Heaviside, Rowand, & Williams, 1998; Heller, 1996; Puente, 1998). The problem of students leaving school before graduation is a national crisis (Edmondson & White, 1998; Fielder, 1999; Lumsden, 1995). For example, Edmondson and White (1998) reported that 25% of the nation's youth between the age of 14 and 16 drop out of high school before graduation. Additionally, an average of 3,789 teenagers leave the school system daily. The problems resulting from drop outs are far-reaching (Lumsden, 1995). Seventy-five percent of prison inmates dropped out of school, and drop outs later have children who are deprived, are failures and have low self esteem (Edmondson & White, 1998). In addition, drop outs cost U.S taxpayers billions of dollars in lost local, state and federal tax revenue (Edmondson & White, 1998; Lumsden, 1995). Generally speaking, there are long term personal and professional repercussions for individuals who do not effectively use the services available to them in the educational system (Fielder, 1999; Lumsden, 1995).

Most students go to school daily hoping to be successfully engaged in the instructional programs and services that are available to them. Yet, the inappropriate behavior of some students cast aspersions on these same programs and services (Heller, 1996). The misbehavior of one can deter the learning of many (Heller, 1996). Learning and teaching can not occur in an atmosphere of fear or intimidation, be it real or imaginary (Heller, 1996). For learning and teaching to occur, the school environment has to be favorable for both the teacher and the students.

Duffie (1991) suggests that the role of the principal can be best understood within the context of school environment. This means that the principal must make decisions within the constraints inherent in that environment. These areas include situational contraints imposed by teachers, by the roles of the principal, by the board and the superintendent, and by the community. Additionally, teachers and students need principals to manage the work place effectively and efficiently. Effectiveness and efficiency are part of an effective school organization. Schools run by an effective principal will not have just a climate conducive to learning, but one conducive to living (Borelli, 1997; Gretcho & DeMont, 1980; Hart, 1993). Such a climate is attainable if the relationships among the principal, teachers, students and the community are healthy.

Healthy relationships between leaders and followers create group pressures that strengthen the leader's power of control and legitimate his or her authority (Hart, 1993). In her study, Cameron (1997) found that, according to principals, culture-based schooling was essential to meaningful learning and required strong networks with community. Characteristics of these learning environments influenced the learning goals that students adopted (Maehr, Midgley & Urdan, 1992). Rancifer (1993) asserted that a variety of activities that allowed for different ways to learn and enthusiastic teachers who loved the subject area increased interest and desire to learn. In their study, Furtwengler and Hurst (1992) concluded that among other factors that contributed to effective leadership, vision creation and communication of the vision are important. Senge (1990) adds that leaders must be willing to continually share their own vision, which must be worthy of the

followers' commitment. Additionally, the ability to build shared visions for the benefit of the whole system is crucial. The development of a strong organizational culture is an indispensable responsibility of an effective leader (Furtwengler & Hurst, 1992; Guzman, 1996; Harris, 1997; Senge, 1990).

Leadership is entwined with culture formation (Senge, 1990). The culture of effective schools reflect structure and order, support for social interactions and acceptance of people as individuals, support for intellectual or learning activities, and strong commitment to a clearly articulated school mission and to a shared vision for the school (Furtwengler, 1985; Ohanian, 2000). The academic achievement of these effective schools is higher than local and national norms, and their climates facilitate social and learning activities. Additionally, these effective schools have high levels of socialized behaviors or few disciplinary problems in the classroom.

Classroom discipline has been a continuing concern of both educators and the public. According to Hartzell and Petrie (1992), discipline problems pose serious threats to the teacher's ability to teach. Additionally, the concerns include loss of opportunity for student achievement and physical danger for children and parents. For administrators, continual discipline problems consume time and resources, and hinder organizational stability (Hartzell & Petrie, 1992; Leondari & Syngollitou, 1998; Walker, 1995).

The administrator must work dilligently to establish an environment in which trust and respect abound, so that individuals will feel valued and participate in risk-taking (Harris,

1997). School principals as administrators are critical to attitudinal shifts and behavioral practices that are associated with success (Guzman, 1996). Guzman (1996) asserts that it is the principal who is most powerful as a moral authority and the most influential in creating school culture. Additionally, it is his or her actions, statements, behaviors and expectations that condone or condemn the attitudes and behaviors of staff members. Walker (1995) contends that safe schools have principals who are strong leaders in creating a positive social environment that protects all staff and students. Harris (1997) adds that principals who have the greatest influence create an environment where teachers can continually learn. These healthy and safe school environment foster a sense of security in their members and promote the accomplishment of their mission. It also encourages cooperation among parents, teachers, students and the administrator.

In promoting discipline, the principal must analyze the parent-teacher-administrator relationship and persuade the participants to work together in clarifying goals, expectations, reinforcements, and consequences, and insist that students assume responsibility for their actions (Hartzell & Petrie, 1992; Hedges, 1998; McDonald-Risik, 1998; Whitmore, 1997; Wohlstetter et al., 1997). Unless student misbehavior and teacher deficiency are treated separately, they may become tangled issues and be seen by the parent, and perhaps by the teacher or student, as personality conflicts. Greater confusion will occur when both parties are seen as partly right or wrong, and the principal attempts to assess proportional responsibility and compromise on consequences. However, the

principal must be clear on the expectations he or she sets and the behavior he or she expects of the students so that a calm, disciplinary climate is attainable so that the confusion is avoided.

The disciplinary climate affects student achievement and teaching activities (Nusser & Haller, 1995; Wohlstetter et al., 1997). Nusser and Haller (1995) concluded that teachers, students and principals conceive discipline in substantially different ways. They found that principals had more positive images of school discipline than teachers who, in turn, were more positive than students. Disruptive behavior, however, a major factor contributing to teacher stress and job disatisfaction must be understood by both teacher and student so that crime can be reduced or eliminated (Jones, 1984).

Crime in and around schools threatens the safety of students, staff and communities. It impedes learning and student achievement. Jones (1984) reported that between 1969 and 1983, Americans saw discipline as the most important problem in public schools. In their study, Heaviside, Rowand, and Williams (1998) found that more than half of U.S public schools reported experiencing at least one crime incident in school year 1996-1997 and 1 in 10 schools reported at least one serious, violent crime. If teachers and students do not feel safe, optimal learning and teaching can not take place.

If only the principal and the assistant principals are responsible for creating a safe, orderly school, it will not happen. This will only happen when everyone in the school is responsible for discipline. Everyone must be empowered (Borelli, 1997). Safe schools provide effective discipline with participation by all school staff, students and community

in general (Walker, 1995). Schools that encourage parental involvement, shared decision-making and promote a sense of discipline are effective in achieving valued student outcomes (Nusser & Haller, 1995; Puente, 1998). Heller (1996) believes that the principals of well-disciplined schools value staff, student and community partnerships, and provide the opportunities to solve school problems. Hence, the principal is responsible for creating the best teaching and learning environment for teachers and students, reducing disciplinary problems in the school.

Discipline problems are further correlated with school size and the effectiveness of teacher-administrator communication systems (Hartzell & Petrie, 1992). There are lower frequencies of student misbehavior in smaller schools and in schools of any size where the rules are clear, fair and firmly enforced by teachers and administrators who understand and agree on strategies for dealing with misconduct (Hartzell & Petrie, 1992). Nusser and Haller (1995) assert that student perceptions that discipline is unfair or ineffective are related to dropping out. Vo (1995) reported that inner-city minority youth are in danger of alcohol and drug abuse, unprotected sexual activities which often result in pregnancies, school failure and dropouts, and delinquency. These outcomes create numerous problems for the school.

According to Nusser and Haller (1995), students see two underlying dimensions in school problems. One consists primarily of tardiness, absenteeism and class-cutting variables. The other contains all other kinds of misbehavior. Students do not seem to distinguish between misbehavior involving drugs and alcohol , on the one hand, and

misbehavior involving weapons and attacks on teachers (Nusser & Haller, 1995). As discipline becomes an issue in schools, it points at the many children who are at-risk. Vo (1995) contends that approximately 25% of children of ages 10-17 may be involved in high-risk behaviors. Another 24% may be at moderate risk due to experimenting occassionally with risky behaviors. At-risk children include those who experience chronic school failure, disadvantaged inner-city youth who steal, engage in unprotected sexual activities, use drugs and yet consider these to be normative behavior (Vo, 1995). High-risk students have more invitations for gang affiliation (Vo, 1995). Gang affiliations destroy school climate, making it virtually impossible to teach and learn.

School climate has had a checkered history and is currently playing a significant role in research literature and school practice. For example, a school's culture gains force due to the shared perceptions of its participants (Nusser & Haller, 1995). Nusser and Haller (1995) point out that valued student outcomes are achieved in schools in which decision-making is shared, parental involvement is encouraged and discipline prevails. In essense, improvement in school climate will enhance school outcomes.

The school climate is composed of expectations that inform people of what is acceptable behavior, values that identify what is cherished in people and institutions, fundamental beliefs shared by participants, rules that must be adhered to and a philosophy that guides the relationship between adults and children. Such values, implicitly and explicitly communicated by the organizational structure, and the processes of resolving

differences are characteristics of the nature of the school (Hartzell & Petrie, 1992; Thompson, 1997).

A school's organizational structure is reflective of its culture and climate. Principals can introduce or develop structure that will support positive student behavior patterns, including curriculum and grouping patterns, the communication links between school populations, and the centralization or decentralization of discipline (Hartzell & Petrie, 1992; Wohlstetter et al., 1997). It is the principal's responsibility to confront the issue of behavior management. Hartzell & Petrie (1992) also assert that successful school-level discipline depends upon the principal's effective application of fundamental admininstrative skills in the fields of organizational structure of the school, teachers' behavior, and students' behavior. Both the behavior and structure can be influenced, if not controlled, by the principal. The community looks upon the principal to provide a safe and secure environment for their children (Heller, 1996). Thus, principals must guide the teachers into achieving valued school outcomes.

For students, teachers are the personification of the institution . Their messages may be interpreted as though they represent the school entity. Students' experiences with teachers result in their forming of permanent and unchangeable beliefs (Colvin & Schlosser, 1997). From students' beliefs come classroom behaviors, which distinguish the more academically successful students from the less successful ones. Jones (1984) contends that schools and classrooms where students express positive feelings about learning and where student misbehavior is minimal are characterized by higher student

achievement. In addition, consistency in staff expectations and methods or responding to student behavior is important in minimizing student misbehavior. For example, Jones (1984) found that in high schools with higher student achievement and less misbehavior, teachers held higher expectations, demonstrated responsible professional behavior and were more positive and consistent with students. In these types of schools, students participated in decision-making (Furtwengler, 1985).

Contributions of student leaders through their involvement in school improvement processes appear to be a significant factor leading to school improvement and maintenance of excellence (Furtwengler, 1995). School discipline improves if students are involved in change (Furtwengler, 1985, 1995). Consequently, students' perceptions of control over their environment increases through dialogue with teachers. Inappropriate behaviors that are often used to attract attention and compensate for low self esteem are no longer necessary when students can effectively communicate with their teachers. Students learn how to dialogue with teachers and increase their sense of self esteem (Furtwengler, 1985).

SELF CONCEPT AND SELF ESTEEM: AN OVERVIEW

Self concept is the image we hold of ourselves (Hoge & Renzulli, 1993). It encompasses attitudes, feelings and knowledge about our abilities, skills, appearance and social acceptability. Self concept is sometimes viewed as multidimensional, rather then unitary (Vo, 1995). However, there are dimensions to self concept, including cognitive, perceptual, affective and evaluative facets (Hoge & Renzulli, 1993). In other words, self

concept can be viewed from an academic perspective, peer acceptance or social perspective and from a personal perspective rather than from a global one (Vo, 1995). The study of self concept from a global perspective includes social, physical, family and achievement aspects of the self (Vo, 1995). Social self concept implies that people view themselves according to the reflections they receive from their social environment. The social environment then fosters conditions for individuals to become self-accepting. According to Hoge and Renzulli (1993), the evaluating dimension of self concept is referred to as self esteem. This means that self concept is a general term that encompasses self esteem, which is more specific. Distinctions between terms have been made. However, it is generally held that self esteem is relatively synonymous with the term self concept (Larry & King, 1995).

Vo (1995) contends that there are four major factors that contribute to the development of self esteem. These factors are the value that a child sees others having of him or her as expressed in affection, praise and attention, the child's successes, the child's aspirations and own demands, and the child's way of dealing with negative feedback and criticism. Just as the development of positive self esteem results in higher achievement and improved behavior for students, it results in increased effectiveness for principals.

SELF ESTEEM AND ITS INFLUENCE ON A PRINCIPAL'S EFFECTIVENESS

Leadership can not emerge without participation and the amount of participation is dependent, in part, upon self esteem (Kwal & Fleshler, 1973). Sheldon (1992) asserts that

making the decision to go forward, being the pacesetter, can sometimes be lonely. Additionally, leaders have to be secure, self confident with the inner resources to trust themselves. Wilson (1991) says that successful leaders enjoy an unusually high degree of self esteem, in dealing with the perennial and healthy tension between them and their followers.

In the existing studies on traits of a leader, some of the important variables have included self esteem (Furtwengler & Hurst, 1992; Harris, 1997; McCullough, Ashbridge, & Pegg, 1994). In their study, Nidds and McGerald (1994) asked several leaders what their perception of effective leadership qualities and skills were as we approach the 21st century. The responses were that integrity, self esteem, and the ability to make decisions were essential characteristics of a good leader. Gretchko and DeMont (1980) add that effective principals have a positive self-image and communicate a sense of optimism to their students and staff. Additionally, successful principals are proud of their profession and feel that what they do impacts the lives of both the youth and adults with whom they interact.

Avant and Miller (1992) found that principals experience a great sense of self esteem, professonal growth, recognition and contribution. They concluded that principals experienced a greater degree of satisfaction from their work when their leadership qualities were more closely associated with those of an instructional leader other than a school manager. In addition, principals who discerned discrepancies in their work experienced higher levels of esteem, accomplishment, recognition and usefulness than

those who discerned little or no discrepancies. In coming up with solutions to discrepancies that may exist, principals must be self confident in the decisions that they make. They must trust their abilities to decide. Superiors of the principal should become aware of the kinds of work results that most influence principals to be highly motivated and satisfied (Avant & Miller, 1992). They must work towards developing the self esteem of the principals who, in turn, assist teachers and students to develop their self concept. Consequently, student achievement and the creation of healthy and safe school environments can be realized.

SELF ESTEEM AND STUDENT ACHIEVEMENT: THE IMPORTANCE TO DEVELOPMENT

Joseph (1992) and Williams (1996) assert that self esteem is considered to be of great importance to development. It is a life-sustaining requirement similar to the physical substances that people require to remain healthy (Joseph, 1992). Reduced self esteem leaves a student feeling vulnerable and unsafe, resulting in anxiety and fear. Self esteem is vital to a person's well-being and plays a crucial role in academic performance (Joseph, 1992; Tafarodi & Vu, 1997; Wiest,Wong, & Kreil, 1998; Wiggins & Wiggins, 1992).

Self esteem is one of the most frequent variables identified as having a relationship with minority undereducation and underachievement (Isaacs & Duffus, 1995). Self esteem prescriptions for children have been developed as the best way to avoid dropouts and school failure (Colvin & Schlosser, 1997; Isaacs & Duffus, 1995; Stewart & Lewis, 1986).

Theorists in career development support the contention that people with high self esteem attain high goals and are self-satisfied (Isaacs & Duffus, 1995; Korman, 1969; Niles & Herr, 1989). In addition, people with high self esteem perceive themselves as more likely to meet the abililty requirements of their occupation (Young, 1985). Wiggins and Wiggins (1992) add that the academic disparity between high and low achievers is great if low self esteem exists in the low achievers. Hence, self esteem cannot be divorced from academic performance for most students (Wiggins & Wiggins, 1992).

Persons with strong self esteem are motivated and learn better (Friedland, 1992; Furtwengler, 1991; Furtwengler & Hurst, 1992; Larry & King, 1995). Many studies have reported a link between student self esteem and its impact on student achievement (Isaacs & Duffus, 1995; Kwal & Fleshler, 1973; Lumsden, 1995; Maehr, Midgley, & Urdan, 1992; Rancifer, 1993). Rancifer (1993) defines self esteem as what we perceive ourselves to be. Individuals with high self esteem see themselves as capable, worthwhile and valued. If students are to build their self esteem, they must experience the four A's--attention, acceptance, appreciation and affection (Rancifer, 1993). Teachers must try to develop the student's self esteem (Lumsden, 1995). They can do this by raising expectations and standards for academic and social performance, by using positive language and by providing opportunities to try on new images (Rancifer, 1993). In his study, Rancifer (1993) concluded that teachers who maintained high expectations for students increased student achievement. Principals, therefore, must assist teachers develop the students' self

esteem (Duffie, 1991). They must ensure that teachers present instruction at the students' level and recognize learners' success. Teachers and principals must create a conducive school environment in which the student's self esteem can be developed to promote achievement (Nusser & Haller, 1995; Rancifer, 1993).

Research shows a relationship between self esteem and academic performance (Colvin & Schlosser, 1997; Friedland, 1992; Larry & King, 1995; Moeller, 1994; Vo, 1995). Children in preschool and early elementary school seem to have the most positive self concept (Lumsden, 1995; Moeller, 1994). As they move up and become cognitively mature, they develop a more reality-based appraisal of their performance and exhibit more anxiety about future achievement. Moeller (1994) believes that by grade 2, global self-concept begins to stabilize for some children. Lumsden (1995) adds that children's expectations for success at academic performance remain often unrealistically high, until about the second or third grade. Children with more stable self concepts have a more accurate grasp of their academic ability and perform better academically than those with unstable self concepts (Moeller, 1994). In early elementary years, performance causes academic self concept rather than the other way round (Moeller, 1994). As children progress through school, their perceptions of their ability decrease and tend to reflect the teacher's evaluation of their ability (Lumsden, 1995).

In upper elementary grades (4-6), although academic achievement continues to affect academic self concept, the effect might be partially reciprocal (Moeller, 1994). As

academic self concept stabilizes, it might take on more of a motivational function. McCombs and Marzano (1990) add that an individual's metacognitive skills are a critical aspect of the link between self concept and motivation and the individual's awareness of the self as an agent is a key factor in motivating behavior. Children's motivation to engage in a particular task is influenced by their conception of themselves at different ages (Leondari & Syngollitou, 1998). Older children's self evaluations are more responsive to failure or negative feedback (Lumsden, 1995). As they mature, children's self esteem decreases, on the average, throughout the elementary grades (Lumsden, 1995). Williams (1996) suggests that the self concept of adolescents drops due to the developmental changes that occur during puberty. Additionally, demanding academic workloads, unrealistic personal goals, high expectations from significant others and peer contact and comparison all encourage academic stress and may affect the academic self concept of talented adolescents.

Lumsden (1995) contends that developmental changes occuring on cognitive, social and emotional aspects as children grow also alter their perceptions of themselves and a sense of what is necessary to preserve a sense of self worth. In middle and high school, academic achievement is more closely related to academic self concept (Moeller, 1994). Hence, what was important at one stage may not be so in the next stage (Lumsden, 1995). Nevertheless, self esteem at any stage is fostered by feelings of personal control.

Leondari and Syngollitou (1998) agree with Moeller (1994) that positive self esteem is strongly related to feelings of personal control. Negative conceptions of the self might

function as a deterrent to efficient performance, either by detracting the individual from the performance at hand or by creating a negative affective state which makes views of self as successfully completing the task inaccessible (Leondari & Syngollitou, 1998). In their study, Leondari and Syngollitou (1998) found that most of the subjects imagined themselves succeeding as a result of hard work. They also concluded that for some subjects, the recruitment of positive "possible selves" in the working self concept is used as a compensatory mechanism to ward off threats to self esteem. Markus and Wurf (1987) add that the self regulates behavior, sets goals and expectations, motivates performance to meet these goals, monitors performance on different tasks and evaluates whether performance fulfilled the goals. Teachers must be aware of how developmental changes may influence students' responses to learning situations and structure learning activities in an optimal fashion. They must encourage students to take control of their learning (Lumsden, 1995).

A number of studies have found that perceived control is related to school performance (Connell, 1985; Furtwengler, 1991; Gottfried, 1985; Skinner, Wellborn, & Connell, 1990; Wiest, Wong, & Kreil, 1998). Furtwengler (1991) concluded that persons with a strong sense of control are motivated and learn better. Gottfried (1985) found that students' overall motivational orientation was significantly associated with school achievement and self perceptions. In particular, students with high self esteem had significantly higher school achievement, more favorable perceptions of their academic competence, lower academic anxiety, lower extrinsic classroom orientation and were rated

by their teachers as being more intrinsically motivated. Wiest, Wong, and Kreil (1998) reported that children with high perceived competence earned better grades than did those who had less positive views of themselves. Additionally, children who perceived internal control and felt automonous did better in school. Therefore, students' overall motivational orientation is significantly associated with school achievement and self perceptions.

There is need to develop a culture of esteem that focuses on academic achievement (Duffus & Isaacs, 1995; Friedland, 1992; Stewart & Lewis, 1986). When self esteem is coupled with self-efficacy, it provides very important motivation for achievement (Bandura, 1977, 1982). The basic premise in the self-efficacy theory is that one's confidence to perform a given task is likely to influence actual performance (Bandura, 1982). Confidence is specific to the task, such that success in one field does not imply success in another field (Bandura, 1982). For example, the ways in which students approach reading and writing tasks may be determined by the level of self-efficacy or confidence that they have acquired (Bandura, 1982; Colvin & Schlosser, 1997). In their study, Colvin and Schlosser (1997) observed that children with greater literacy self-efficacy took greater risks in reading and writing, persisted in completing literacy tasks despite failure or task ambiguity, anticipated success and attributed literacy success to their own hard work. On the other hand, students with less literacy efficacy avoided risks with reading and writing because they anticipated failure, attempted to initiate literacy tasks, but rarely completed them and avoided opportunities for feedback and talk.

Bandura (1982) asserts that self-efficacy beliefs are formed from behavioral, cognitive and social elements. Teachers also play a focal role in the way these beliefs coalesce for students. He emphasizes the fact that teachers lead the social interactions in the classroom, exerting a strong influence on the academic abilities of the students. Colvin and Schlosser (1997) and Bandura (1982) add that achieving success in school is largely related to the extent of interaction with teachers, since students' attitudes and beliefs about competence are strongly influenced by teachers. To develop confident classroom, teachers must understand the relationship between student literacy beliefs and the behaviors that follow in order to develop new perspectives for interpreting student behavior, believe that students can be competent and capable literacy learners, give students challenging tasks, break down tasks into manageable units and be honest and direct (Colvin & Schlosser, 1997). Thus, the teaching techniques adapted in the classroom should foster the development of self esteem among students.

Larry and King (1995) contend that teaching methods that do not incorporate self esteem as a component in the learning process will be virtually ineffective. It is vital for teachers to view self esteem as an important factor in the learning process and as an intergral part of the curriculum (Larry & King, 1995). For example, schools in California are required to promote self esteem and personal and social responsibility and integrate it in the curriculum (Friedland, 1992). Healthy self esteem is an indispensable quality for today's youth, if they are to be successful in life (Friedland, 1992). The teacher is in a central position to foster positive self esteem and encourage realistic perceptions of self.

High goals are attainable and self-satisfying among people with high self esteem (Isaacs & Duffus, 1995). For example, exceptional children have more positive self esteem than those of average ability (Hoge & Renzulli, 1993). This may be due to the labeling process which communicates a positive image and impact on the child's self esteem. Self esteem is derived in part from perceiving achievement and attainment as valued and evident among one's peers. Thus, an enhancement of self esteem, peer culture based on achievement and academic excellence is seen as a key element in reducing the high rate of drop-out and failure (Isaacs & Duffus, 1995).

Student self esteem is developed through successful experiences when those experiences are valued by their peer culture in the immediate community and for which they get positive feedback and recognition (Colvin & Schlosser, 1997; Isaacs & Duffus, 1995; Lumsden, 1995). According to Youngs (1993), there are six facets of self esteem for students. These are physical safety, emotional security, identity, affiliation, competence and mission. These are developed and eroded in hierachical order. Positive experiences in these six areas build a positive sense of self, while negative experiences erode a child's self esteem.

This means that the principal and teachers must place a high premium on assisting the students to acquire self esteem so that they can learn to live responsibly and purposefully (Colvin & Schlosser, 1997; Youngs, 1993). Although students are exposed to different classrooms and various curricular and co-curricular activities, they are exposed to

pervasive school-wide influences (Maehr, Midgley, & Urdan, 1992). Leaders must know how these school-wide effects relate to motivation and subsequently, to achievement. Principals must oversee and provide leadership in staff development and parental participation (Youngs, 1993). They must create an environment that supports and reinforces the practices that build self esteem.

The higher a student's self esteem, the better equipped she or he is to cope with adversity and diversity in school (Lumsden, 1995; Youngs, 1993). The higher a student's self esteem, the more able he or she is in developing and sustaining nourishing relationships with peers and teachers; the more secure he or she will be in confronting obstacles and conflicts; the better able he or she is to solve problems; the more decisive and purposeful he or she is; the more responsibility he or she will take for his or her actions; and the better able he or she is to recognize strengths and capabilities (Youngs, 1993). Low self esteem is characterized by a sense of personal inadequacy and an inability to achieve need satisfaction (Young, 1985).

SELF ESTEEM AND STUDENT BEHAVIOR: RELATIONSHIP TO DISCIPLINE PROBLEMS

Today's youth are growing up in the most negative, problematic and even neurotic society ever (Friedland, 1992). Friedland (1992) reported that the teenage suicide rate and attempted suicide rate rise each year, the incidence of drug and alcohol abuse is at epidemic levels, 1 million American teenage girls have unwanted pregnancies each year,

and 1 million runaways are reported annually. Additionally, today's students exhibit unshaped values and fuzzy goals resulting in low interest, low motivation, low achievement and lack of classroom discipline.

Hartzell & Petrie (1992) contend that to reduce classroom discipline problems, the teacher must be well informed in the subject and about students, professionally careful in selection of their behaviors, possess a rich instructional repertoire and create interest and motivation. Bandura (1977) emphasized that the behavior of children is significantly influenced by the behaviors and values they see in the lives of adults important to them, including teachers. A productive classroom depends upon the teacher (Hartzell & Petrie, 1992). Preparation and skill repertoire contribute considerably to mastery of instruction. Instructional quality and effective management of student behavior are complementary (Hartzell & Petrie, 1992).

Hartzell and Petrie (1992) highlight the fact that student behavior and student achievement are linked. They note that students who perform poorly academically are more likely to misbehave, and students who misbehave are more likely to perform poorly academically. Nusser and Haller (1995) add that safe and orderly environments exist in schools that have higher achievement particularly for minorities. The higher a school's student achievement, the less the number and intensity of student violence (Radd & Harsh, 1996).

It is difficult for schools to eliminate fully all acts of student violence (Heller, 1996). The goals of schools, however, must be to develop strategies and provide resources that

will reduce acts of student violence in both number and intensity (Heller, 1996). The scheduling of space, time, resources and people are important factors related to remedying the situation (Hartzell & Petrie, 1992). Action has to be taken against misbehaving students to stop them filtering through and crumbling the foundation of the classroom's and school's positive learning environment (Rancifer, 1995). Vo (1995) reported that a popular intervention designed to decrease the rate of high-risk behavior is to increase self esteem. A weakened sense of self esteem is associated with teenage pregnancy, drug and alcohol use, teenage suicide, antisocial behavior and self destructive acts (Larry & King, 1995). Students with healthy self esteem are less likely to drop out of school, have a greater tolerance of others, have a greater sense of community, and have superior academic achievement (Friedland, 1992). Friedland (1992) concluded that there is generally a strong relationship between self esteem and good learning outcomes.

Professional educators agree that students must be helped to develop a strong sense of self esteem, since an increase in self esteem results in an improvement of behavior among students (Radd & Harsh, 1996). Self esteem, academic achievement and classroom behavior are highly correlated (Edmondson & White, 1998). Unproductive behavior is concomittant with low self esteem and underachievement (Edmondson & White, 1998). In the schools, underachievement and low self esteem are the primary reasons for dropping out and for indulging in violent acts (Edmondson & White, 1998), and are correlated with high-risk behaviors (Vo, 1995).

To develop self esteem, students must develop self confidence, competence and significance in the classroom (Hartzell & Petrie, 1992). Nusser and Haller (1995) assert that people with more responsibility or control perform better, and view the environment more positively than those with less responsibility or control who perform poorly. This implies that students must be empowered to act responsibly and be accountable for their work. Additionally, children must develop a sense of competence and later, a sense of identity (Hartzell & Petrie, 1992). This will enable them to fight against low levels of self esteem that are particularly detrimental to their development.

Children with low self esteem are easily led by others, easily frustrated, often blame others for their shortcomings and avoid difficult situations (Wiggins & Wiggins, 1992). They tend to persist less after initial failure and interpret failure as an indication that sustained effort is futile than do those children with high self esteem (Tafarodi & Vu, 1997). On the contrary, children with high self esteem act positively, assume responsibility, tolerate frustration well, feel able to influence their environments and are proud of their deeds (Wiggins & Wiggins, 1992). As students control their own behavior, rather than being extrinsically reinforced by an adult, they grow more confident (Radd & Harsh, 1996). The enhanced persistence of those high in self esteem can be attributed to their confidence that they are able to adapt to challenging tasks and ultimately succeed, despite initial failure (Tafarodi & Vu, 1997).

Increased self esteem enables students and teachers to view themselves as capable people from whom appropriate behaviors can be expected (Radd & Harsh, 1996). It

increases the likelihood of generalization of desired behaviors outside the classroom (Radd & Harsh, 1996). Self esteem shows itself in the consciousness of one's actions and is manifested in one's behavior (Youngs, 1993). The higher a student's self esteem, the better able he or she is to face challenges and frustrations associated with learning. Youngs (1993) states that self esteem is the basis of what we make of our lives; the loyalty we bring to nourishing and preserving our health and well-being; and the commitment we have to discovering our potential. She asserts that it is tied to what we will achieve in life. Hence, it is crucial that students are helped to develop their self esteem, since it greatly determines their behavior and life patterns.

Given the extensive literary review, another purpose of this paper was to provide recommendations to assist principals improve their effectiveness as educational leaders. The recommendations from the interviews were geared towards increasing the self esteem of both the principal and the students, so that improvement in academic achievement and behavior would occur (See Appendix).

CONCLUSIONS

The performance of the principal is a strong determinant of the success of the school as a learning community (Sebring & Bryk, 2000). He or she plays a focal role in creating and maintaining the school climate and culture. Whether the school culture adapted by school members will be positive or negative is dependent to a great extent on the philosophy and belief system of the principal. If this is based on positive attitudes, which aim at the

success of every individual within the school community, then the resulting school climate will portray an identical culture. On the other hand, negative attitudes will be manifested in the negative attitudes of the teachers and students, and eventually on the school's performance in terms of student achievement and behavior. It is imperative for educators, particularly principals, to be visionary and possess certain characteristic traits so that they may positively influence the school's climate.

The school principal must have a realistic and attainable vision for the school, and a plan on how to achieve it. The school's vision is crucial since it acts as the "guide" in showing the direction of the school. Without a vision and a plan, there will be no guiding principles that must be followed as a condition for success. There will be no rules and regulations that dictate the professional behavior of the principal and teachers, the way they interact with each other, and their relationships with the students, yet it is upon these relationships that student achievement and behavior are determined. In addition, lack of guiding principles means that there will be nothing to dictate and determine the manner in which students behave.

Not only must the principal have a vision in mind, but he or she must also create, develop and achieve it in collaboration with the teachers, parents, and the whole school community. This means that the principal must empower the school community so that they can participate in decision-making. Shared decision-making is crucial to the success of any school. It makes the individual participants accountable for results, and motivates them to ensure the accomplishment of the set-out plans, since they are responsible for the

decisions made and the actions taken by the school system. Many educators today are calling for major reforms in schools, and education in general, which aim at improving student achievement and behavior. These can only be achieved through empowering school members by initiating and maintaining site-based decision-making (SBDM).

The purpose of SBDM is to fundamentally change an organization's capacity for improvement by increasing the involvement of the group in the management of the organization and the enhancement of its performance. For SBDM to improve school performance successfully, two important factors must be considered. These are a range of organizational conditions that facilitate interaction among the various school community members including parents, teachers and students, and ambitious curriculum and instructional reforms that provide a direction for those interactions (Pipho, 2000; Wohlstetter et al., 1997).

The principal must encourage the participation and interaction of the school community in decision-making. The business community as well as the parents are very important units of the school. Their contribution greatly determines the success of the school in terms of decision-making, student achievement, and behavior. Parents, in particular, must be encouraged to play active roles in the school since they are the greatest contributors to the success of the youth. They must support the efforts of the school staff in improving their children's performance by providing the crucial leadership that is critical to the development of value systems that the children adopt. It is these values, which

often trickle into the schools from the society, that determine students' school performance and behavior patterns.

It follows, therefore, that a society where violence and crime are commonplace results in similar conditions in the school. The media is constantly reporting such incidences in the school. Lewis (1998), for example, reported President Clinton's concerns regarding the school shootings in Jonesboro, Arkansas, Paducah, Kentucky and Pearl, Mississippi in which many lives were lost. Fielder (1999) reported that in a juvenile courtroom, some teens between the age of 11 and 16 had been detained for crimes such as criminal mischief, terroristic threats, possession and use of drugs, or car burglary. To remedy the situation, educators and parents must intervene so that violence and crime can be eliminated. A higher value on raising children should be enforced. Puente (1998) reported that the key to ending school violence is parental involvement. The public should think about how to make parents more responsible for their children since the motivation to learn and to attain excellence is influenced by the initial constellation of attitudes children develop toward learning (Lumsden, 1995). Jacobson (1999) offers another solution. Instead of preaching to students about the importance of being well-behaved at school, they should be taught methods of recognizing and dealing with anger before they lose control. These methods can be integrated into the school curriculum as problem-solving and conflict-resolution skills. Principals and teachers, therefore, have a vital role in restructuring the curriculum and teaching methods to take into account appropriate and inappropriate behaviors that must be imparted on the students.

For a school to implement structural adjustments successfully to the curriculum and instruction, it is critical for the principal to be an effective instructional leader. Principals have a great influence on this area, since they directly impact teachers' and students' performance by being models and mentors. They set the tone for the teachers to participate in the school's mission of educating all children, the students' input in making decisions that directly involve their well-being, and the teachers' and students' collaboration in improving instruction. They encourage this participation or lack of it, by the support they offer the teachers, the staff-training opportunities they provide, and the resources they make available to the teachers as they strive to assist all the students to achieve. For students, principals must be approachable, available, and have the well-being of the students at heart. They must actively participate in the learning activities and show a genuine interest in the students' performance. They must know the students individually and monitor their progress regularly by visiting the classrooms and communicating with them.

Schools have a definite impact on the manner in which student motivation reveals itself. These authors believe that students can behave and achieve in a school that is structured and dedicated to the attainment of these propositions. If students are viewed as potential contributors in school reform, and if their participation is acknowledged and encouraged, their sense of self-worth will increase.

Self-worth or self-esteem has a definite impact on principals' effectiveness, student achievement and behavior. Self esteem is a positive value that causes or is caused by

feeling good about oneself. Feeling good about oneself is interpreted from various perspectives such as physical looks, academic achievement, athletic performance, artistic abilities, career rank, professional achievement and possessions. These factors can be caused by the fact that the individual possesses a high degree of self-confidence that motivates, stimulates, energizes, and maintains a desire for perfection and excellence in any activity or endeavor. Viewed from another angle, these factors can cause an individual's level of self esteem to rise, since they create in him or her the feeling of achievement and success, which results in feeling good.

There is a positive relationship between self esteem, and student achievement and behavior. A student who places little value on his or her self-worth will often lack qualities that lead to determination and eventual success. Such qualities include risk-taking, patience, confidence and courage to undertake tasks, and persistance that is necessary for the completion of projects or assignments. It is obvious that without most of these qualities, success in any field of life is impeded. Likewise, lack of these qualities will result in failure, making the individual look for alternative ways to attain recognition and attention. In this way, inappropriate behaviors among students sprout up and result in underachievement and dropouts. To avoid this, schools, and principals in particular, must practice instructional techniques that empower students, and foster the development of their self-esteem level. In the literature, these practices include, but are not limited to, cooperative learning groups, collaborative learning, one-on-one instruction when

necessary, and individualized instruction according to the idiosyncratic needs of each student.

If such practices are incorporated into the curriculum and teaching methods, students' achievement will most likely improve. With increased achievement, students will tend to value themselves more, and consequently build their levels of self esteem. Once self esteem is acquired, positive, appropriate and acceptable behavior will result. This is because a student with high self esteem will often relate well with his or her peers, teachers and staff. Violence and crime will be reduced, since the student values himself or herself and desires to be valued by other people. He or she will endeavor to excel, and will have the persistence and determination necessary for success. If schools and principals, in particular, encourage students to develop their self esteem, the result will be manifested in higher achievement and positive behavior.

It is worth noting that not all principals will be able to lead their schools to achieve high levels of success. For a principal to motivate and empower efficiently and effectively the school community to participate in school activities and plans, and work in cooperation with each other to achieve a common goal, he or she must first value himself or herself so that he or she can see the value of these actions. For principals to influence and bring many people together successfully, to effectively encourage SBDM, and to stimulate the creation and development of a common vision and goals for the purpose of higher student achievement, they must possess high levels of self esteem. Principals who lack self esteem, and do not place much value on the worth of their ability, will not survive and be

effective in today's system, where reforms in education are indispensable in the hope of improving student achievement and behavior.

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APPENDIX

Recommendations for Principals:

Enhancing Self Esteem for Improvement in Principals' Effectiveness and Students'Academic Achievement and Behavior

PREFACE

The following recommendations were part of a professional paper which focused on the development of effective educational leadership with particular attention to areas of student achievement, behavior, and their relationship to self esteem. These recommendations may be utilized by principals as they strive to improve their effectiveness so that student achievement, behavior and self esteem may also improve. In addition, the recommendations may enlighten students of the connection between their achievement, behavior and self esteem. Finally, the recommendations may be an asset to both principals and students in understanding how to enhance these relationships.

RECOMMENDATIONS

In order to gain practical and realistic insights, several recommendations were suggested in this paper to assist both principals and students to develop their self esteem. These attempts can result in the improvement of the principals' effectiveness, the increase in student achievement, and the development of positive student behavior and school climate.

The recommendations were based on discussions with professors of educational administration and with principals and assistant principals in the area school districts. In addition, students from several schools in the Denton Independent School District were randomly selected. The students discussed their opinions regarding self esteem, achievement, behavior, and their views on how principals' influence these variables. Their responses were summarized to gain practical insights for both educational leaders and students.

DISCUSSIONS WITH PROFESSORS OF EDUCATIONAL LEADERSHIP

JOSEPH L. FEARING – PROFESSOR OF EDUCATION, TEXAS WOMAN'S UNIVERSITY

1. What do you think the roles of effective principals regarding student achievement are?

A principal's basic role is to set the tone for the school. The principal helps to set the vision, which should empasize the togetherness of the school community. This means that as a learning community, "together we can grow". The vision is not specific such as content mastery, discipline or scheduling, but is a more overall vision that will be shared. In addition, he or she is responsible for developing multiple advocates for a shared vision, and is open to the community's study of the vision. The goals should be considered as both a collaborative effort and an individual one.

At the awareness level, the principal is responsible for helping to grow and advance the learning communities. The principal is also responsible for bringing together members of the school community to design a culture that fits the aspirations of the members.

2. How do you think effective principals influence

a. school climate?

According to Professor Fearing, the principal's position and status influences school climate. Just by the title 'principal' and the implication that it refers to the leader of the school, the principal affects the school's climate. In addition, the manner in which the principal communicates to the teachers, students and parents, and the style of interpersonal relationships that exist between these groups is a powerful determinant of school climate. Another factor is the principal's openness to diversity. He or she should

understand how people operate and take this into consideration as he or she deals with the individual members of the school community.

The principal creates the tone for the shared vision. Not only does he or she foster a shared vision, but he or she must also have a plan of action that will result in the other school members accepting the vision. In addition to a shared vision, it is imperative for principals to have a system of knowledge, a theory to describe, explain, and predict events, and different ways to base their search for further knowledge by raising crucial questions.

Professor Fearing felt that the school's physical settings also impact school climate. For example, having pictures of important events in which students have participated, and positive scenarios greatly affect one's perception of school climate. The school should be a welcome place and should appear so. The public must be invited to take part in the school's activities by volunteering and attending conferences, since community members are needed for schools to function.

b. discipline in the school?

To enhance discipline in the school, the principal is responsible for setting the tone in terms of aspirations for advanced learning. Non-punitive ways of discipline, guided by common sense of values that are well known and displayed, make things happen. The principals must make students feel needed by providing a conducive place for learning.

Discipline is a part of the school. It implies the way people interact and respond to each other. The curriculum must be of interest and importance to the students so that they see the value of being in school. Teaching methods and practices should appeal to the students such as use of first-hand experiences, groups and individual study. Professor Fearing believes that curriculum is the instrument for infusing pro-social behavior among students.

3. What impact do you think self esteem has on

a. student achievement and behavior?

According to Professor Fearing, self esteem has been used as a convenient excuse to explain achievement and behavior. It has not been used in a helpful way. He strongly believes that the relationship between self esteem and student achievement should be more distinct. For example, a child's achievement is sometimes linked to self esteem in that self esteem is given as the reason for achievement. Professor Fearing, however, asserts that it is crucial to look for the actual reasons that students achieve or behave they way they do by looking for the real causes of low or high self esteem which result in high or low achievement, and pro-social or anti-social behavior. For instance, death in the family may influence achievement, but would not be given as the reason for the achievement. Low self esteem would instead be used as an explanation for the low achievement. Other factors like a responding parent, and quality time spent between parent and child, which may cause improved achievement and behavior should be listed as the factors resulting in these changes, and not self esteem, as is usually the case. This is because self esteem is a wide and general concept that is determined by many factors. It is more of an outcome, a side effect, than a cause.

Professor Fearing argues that the idea that students feel good about themselves due to high self esteem, is unrealistic. Feeling good about oneself, however, is caused by certain factors that need further review. He posits that it is a set of skills and attitudes possessed by the student that makes him or her feel good and learn well. In other words, these skills and attitudes may be wrongly interpreted as being synonymous with self esteem, but in essence, they lead to self esteem. Feeling good about oneself, therefore, which may be caused by these skills and attitudes and may result in positive self esteem, is linked to

achievement, and is a cycle. Feeling good about oneself leads to success, and success leads to feeling good about oneself.

According to Professor Fearing, the attitude that one can or wants to have, leads them to a higher standing that results in the development of a sense of pride in oneself. In other words, the espectation of successful or actual accomplishment of an action may serve to produce an attitude which leads to positive self concept or "self esteem" in regard to that category of action. Thus high esteem may result in the development of a higher sense of ego, which makes the student feel above the other students. At this point, the self esteem will be interpreted as poor self esteem, yet the individual actually feels good about himself or herself. Therefore, Professor Fearing contends that self esteem should be described in more specific terms with regard to student achievement and behavior.

b. principals' effectiveness?

According to Professor Fearing, the principal must be self-empowered by a sense of openness because empowerment is propelled by the self. This sense of empowerment keeps the principal performing. It is a self-sustaining process and is enhanced since the efforts to make others succeed, keeps the principal going and doing his or her job.

4. What practices do you think can promote the development of the factors that would lead to the enhancement of principals' and students' self esteem?

Professor Fearing believes that there are no tools that can promote the development of the above factors. It is mind-set that we, as the school community, are in this together. Hence, the community comes first and the principal should work at improving the school community. This is possible by enlisting the support of all community members so that they all feel part of and have a part in making things happen.

5. **Are you aware of any research and/or findings on the above areas that you would like to discuss?** Yes.

- Research on organizations as learning systems: Organizational learning is the capacity within an organization to maintain or improve performance based on experience. Learning is a systems-level phenomenon since it remains within the organization, even if the individuals change. All organizations, including schools, are learning systems and conform to culture, but not all learning systems are advanced ones. Nevis et al. (1995) have identified the following characteristic orientations which distinguish advanced ones.

1. Knowledge source: Internal—external - preferences for developing knowledge internally versus preference for acquiring knowledge developed externally
2. Product-process focus: What?-How? - empasisis on accumulation of knowledge about what products/services are versus how organization develops, makes, and delivers its products/services
3. Documentation mode: Personal-public - Knowledge is something individuals possess versus publicly available know-how
4. Dissemination Mode: Formal-Informal – formal, prescribed, organization-wide methods of sharing learning versus informal methods, such as role modeling and casual daily interaction
5. Learning focus: Incremental-transformative – incremental or corrective learning versus transformative or radical learning
6. Value-chain focus: Design-deliver – emphasis on learning investments in engineering/production activities ("design and make" functions) versus sales/service activities ("market and deliver" functions)
7. Skill development focus: Individual-group – development of individuals' skills versus team or group skills (Nevis et al., 1995, p. 77).

The style varies between learning systems, but the generic processes facilitate learning. The factors that facilitate learning include climate of openness, continuous education, operational variety, involved leadership and a systems perspective.

The first stage in moving toward learning organizations is by increasing adaptiveness. The impulse to learn in students goes deeper than desires to respond and adapt to environmental change. This impulse to learn has to be generative, to expand our

capability. The total quality movement illustrates the evolution from adaptive to generative learning. With its emphasis on continuous experimentation and feedback, the total quality movement has been the first wave in building learning organizations.

- Characteristics of a helping relationship: A helping relationship is one in which one of the participants intends that there should come about, in one or both parties, more appreciation of, more expression of, more functional use of, the latent inner resources of the individual. Research has shown that among the characteristics of helping relationships is the attitudes on the part of the helping person, which make a relationship growth-promoting or growth-inhibiting. Understanding the client's meanings in therapy and the student's views in education are an essential attitude. It is the way in which this attitude is perceived which makes the difference to the client or the student, and it is this perception that is very crucial for success. To create a helping relationship, one must be perceived by the other person as trustworthy, dependable and consistent. In addition, it is imperative for the person to be sensitively aware of and acceptant toward his or her own feelings so that a helping relationship toward another person can be formed.

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DR. HOWARD STONE – PROFESSOR/CHAIR, EDUCATIONAL LEADERSHIP, TEXAS WOMAN'S UNIVERSITY

1. What do you think the roles of effective principals regarding student achievement are?

According to Dr. Stone, principals have to be well-versed in curriculum and look for opportunities to modify it to fit the needs of the students. They must check student achievement and behavior daily, so that they can identify the areas that need improvements. In addition, they must work with teachers and encourage them in their efforts to improve curriculum and instruction.

2. How do you think effective principals influence

a. school climate?

Dr. Stone asserted that the attitude of the principal has a definite impact on school climate. The principal must be open, supportive, and friendly, but at the same time, firm and enforce reasonable rules and expectations in a friendly and supportive manner, not in a threatening one. He or she must talk with students informally such as along the hallways and outside, visit with them, and learn their names. In this way, he or she will positively affect discipline.

b. discipline in the school?

Effective principals ensure that teachers all agree on the expected behavior and on the methods of handling different situations. Dr. Stone said that effective principals must help teachers handle their own problems so that they may positively handle students' behavior.

Inappropriate behavior must be used as a way to teach students positively. Both the principal and the teachers must be firm and assist the students to understand appropriate behavior. Instead of punishing students for inappropriate behavior, students should be made to recognize appropriate behaviors in different situations.

3. What impact do you think self esteem has on student

a. achievement and behavior?

Dr. Stone believes that there is a definite relationship between the way students feel about themselves and their achievement and behavior. Feeling good about oneself, results in appropriate behavior and achievement.

b. principals' effectiveness?

According to Dr. Stone, principals must feel good about themselves in order to be effective. He used Abraham Maslow's pyramid of needs and self-actualization to explain the relationship between the principals' effectiveness and his or her self esteem. Principals and adults in general must feel good about themselves as a condition for the attainment of self-actualization. Feeling good about oneself will result in an individual treating other people with respect. Principals with low self esteem will create climates that are negative.

Dr. Stone stated that administrators must look at their own characteristics and behavior by using tests, instruments and surveys before venturing into the field. In other words, "know thyself first" as the popular Greek saying goes.

4. What practices do you think can promote the development of the

a. principals' self esteem?

According to Dr. Stone, self esteem is a reflection of how we think others treat us. It begins at infancy. Dr. Stone was uncertain whether self esteem can be promoted in adults. He noted, however, that it can be maintained, and that by treating people the way we want them to treat us, we will be promoting the maintenance of their self esteem. If people are treated as equals and shown that they have something to offer, self esteem will be promoted.

Dr. Stone felt that the people above the principal in rank must consider him or her as important team members and treat them as they want to be treated. Principals' input in decision-making must be sought, since their input and decisions are an important contributor of success. He noted that giving rules, regulations and decisions can damage an adult's self esteem over time, particularly if mistakes are constantly pointed out. If principals feel valued, their level of self esteem will increase.

b. students' self esteem?

To promote the development of students' self esteem, teachers and principals must treat them with respect regardless of their backgrounds. They must be treated in the same way as teachers and principals want to be treated. They must be listened to, allowed to have input in the classrooms regarding rules, and encouraged to make some decisions. Teachers and principals must portray positive, professional attitudes when handling students. For example, Dr. Stone observed that some teachers build their students' self

esteem levels by simply standing by the door and welcoming them into the classroom and bidding them farewell as they leave the classroom.

Another area that Dr. Stone discussed is evaluation of students. He felt that how students are evaluated goes a long way in either destroying or building their self esteem level. He is strongly against failing grades. He felt that if a child is failing, a diagnostic approach take should be taken, instead of failing the student. Additionally, possible causes of failure should be investigated, and solutions to remedy the situation explored. In addition, most students consider tests a form of threat, since they are made to understand that if they fail, they will be retained at the same grade level.

Dr. Stone strongly opposed the grade levels and suggested that they should be eliminated. Instead of grade levels, schools should use a system based on continuous progress and deal with standards that should be met. According to Dr. Stone, if a student in the continuous progress system fails, it will not mean that he or she has failed everything in that scale, as it is implied in the graded system. In addition, Dr. Stone disagreed with social promotion since it destroys the self esteem of the student, resulting in dropouts. Both practices of promoting a child before mastering content and retaining a child for failing should be eliminated. Students should, however, be encouraged and given time to master content depending on their individual needs.

5. **Are you aware of any research and/or findings on the above areas that you would like to discuss?** Yes.

- Research conducted by William Purkey on the invitational approach to conflict

management. Dr. Stone referred the author to an article by Purkey, W. & Novak, J. (1997). Invitational education suggests that conflict should be managed in a way that demonstrates respect for the worth and dignity of everybody involved, and provides possibilities for growth. It aims at analyzing, developing, and evaluating intentional and unintentional human signal systems that influence human interactions and development. It is based on five interconnected assumptions. These assumptions are: people are able, valuable, and responsible and should be treated accordingly; education should be a collaborative, cooperative activity; the process is the product in the making; people possess untapped potential in all areas of worthwhile human endeavor; and human potential can best be realized by creating and maintaining places, policies, processes, and programs designed to invite development.

- Research focusing on self esteem and student achievement shows that the two variables are positively related.

- Some studies have focused on teacher and principals' attitudes and their relationship to the principals' effectiveness, student achievement and behavior. Several instuments have been used to investigate the link between attitudes, achievement and behavior such as the Minnesota Teacher Attitude Inventory.

- Personality inventories have also been used to provide information on attitudes. Dr. Stone commented that a synthesis of many studies shows that success is about 85% attitude and 15% aptitude. This means that in determining achievement, one's attitude is more important than what one knows.

- Dr. Stone briefly mentioned the Life Styles Inventory. He felt that a high affiliative score on the inventory is a stronger determinant of effective leadership than a high power score.

Dr. Stone pointed out that Peters and Waterman investigated business organizations such as IBM, and Ron Edmondson studied schools. Peters and Waterman's book entitled, In Search of Excellence, and Ron Edmonds' work on effective schools illustrate the fact that the Chief Executive Officer (CEO) is the key figure for successful organizations. Dr. Stone noted that Peters and Waterman looked at organizations that are achieving, and investigated the characteristics of chief executives. From a business perspective, they found that such organizations did not experience employee or union problems, and provided quality service. The characteristics linked to success in business touched on the manner in which the management treated the customers and employees. They were positive, and asked for their input and responded to their needs. Self esteem can be equated to positive attitude and is both a cause and a result of positive attitudes.

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DR. P. J. KARR-KIDWELL – PROFESSOR, EDUCATIONAL LEADERSHIP, TEXAS WOMAN'S UNIVERSITY

1. What do you think the roles of effective principals regarding student achievement are?

Principals serve as role models for any age student, be it at the elementary, middle or high school levels. They serve as visible people who can create the climate to empower students to succeed, and encourage them to try different opportunities (i.e. extracurricular and academic activities).

2. How do you think effective principals influence

a. School climate?

Principals are the most pivotal persons in the organizaion since they are the "corner stone" for site-based decision-making, consensus, and shared decision-making. They can create and sustain a positive school climate with collaborative efforts. They can be visionary in that they look into the future for the organizational growth. They can promote creativity for teachers, openness and are the key in creating the climate that exists daily, weekly, and across the school year. They can also negate these developments, becoming more autocratic.

b. **Discipline?**

According to Dr. Karr-Kidwell, the primary responsibility of maintaining discipline in the schools lies more on the Assistant or Vice Principals and the teachers. The principal acts particularly as the facilitator by helping teachers and the Assistant or Vice Principal to deal with related issues. In essence, the Assistant or Vice Principals and teachers have a greater, consistent role to play in maintaining discipline in the school.

3. What impact do you think self esteem has on

a. student achievement?

There is a correlational and a cause-effect relationship between self esteem and student achievement. This means that a student's own self esteem level can motivate the student to perform better with increased chances of higher student achievement. It also means that higher achievement in any subject or activity can result in higher self esteem among students. Self esteem is extremely important in terms of lifelong learning and patterns of living, not just the school culture, K-12.

b. discipline and student behavior?

Dr. Karr-Kidwell believes that self esteem frequently determines whether students have positive or negative self feelings. Negative self esteem implies negative influences on behavior, which manifests itself in acts of misbehavior. On the other hand, positive self esteem is often coupled with positive influences, which show up as prosocial actions. The negative and positive self-fulfilling prophecies are obvious in K-12.

c. principals' effectiveness?

Dr. Karr-Kidwell felt that strong self esteem, coupled with high professional and personal achievements, will result in principals feeling good about themselves and, consequently, impact their collegues. High self esteem can become "a ripple effect" passed along to the teachers and students. Low self esteem can have negative influences. The outcomes will not empower teachers or students, since there is often manipulation and intimidation by leaders with lower negative self esteem.

4. What practices do you think can promote the development of the

a. principals' self esteem?

According to Dr. Karr-Kidwell, attendance at seminars and training sessions, which focus on knowledge and action steps can enhance the principals' self esteem. Additionally, the principal needs to be consistent with faculty and staff, and practice what he or she has learned. He or she must also ask for feedback on these changes to develop even more.

b. students' self esteem?

Dr. Karr-Kidwell felt that teachers who apply multiple intelligences and different learning styles in classrooms can potentially enhance self esteem of their students. Teachers who also use the "affective" domain with the cognitive in classrooms can heighten self esteem. Dr. Karr-Kidwell noted that students can develop self esteem as part of curriculum areas, but also with peer exercises, feedback, and cooperative learning.

5. **Are you aware of any research and/or findings on the above areas that you would like to discuss?** Yes.

- Research in Educational Psychology for the last 2-3 decades has basically supported the contention that self esteem is connected to achievement, both professional and personal, and behavior. Dr. Karr-Kidwell strongly believes in those relationships. Her beliefs were based on research and personal experiences. She noted that her school and college experiences often matched what research indicates about self esteem, academic achievement, and types of behavior (noted in earlier responses).

- In the 1970s, Organizational Communication research supported the "idea" of decentralizing or sharing power, decisions etc. For instance, superiors had to learn to communicate differently among themselves and with subordinates, yet many of them continued to make assumptions about people being good or bad—McGregor's X and Y Theory. Some organizations changed, but the majority remained top-down management.
- Research has shown that Site-based management (SBM) and Site-based Decision Making (SBDM) can be effective in schools. Dr. Karr-Kidwell noted that some schools across the states have actually implemented SBM and SBDM and have succeeded. They made (and still make) transitions to achieve this goal.
- Empowerment goes back to Maslow's idea of how people become self-actualized. To move up his pyramid, leaders must be beyond low levels and have the capacity to grow. They need the professional ability and desire to develop or "to become", so to speak. Some of these capabilities are innate. To contribute to the school community, principals must become self-actualized, acquiring more capacity to empower teachers, students and parents.
- Research has supported the view that money temporarily contributes to self-actualization among people. However, ongoing rewards or methods of penalizing individuals for undesirable acts actually determines the level of self-esteem. Financial increases can also result in personal satisfaction, recognition of personal responsibilities and teaming-up with others. In the long-term, job satisfaction is the key determinant.

- Research on School-Business Partnerships, such as teaming, decentralization, SBM, and Total Quality Management, have also been conducted. The more creativity was encouraged in an organization, the more the people felt empowered, wanted and needed. Consequently, self esteem was boosted. Low salaries do not build morale in education or any profession. Teaching is a profession, however, that requires a special 'calling' for many educators (more than money).

DR. ANNETTE KELLER – ADJUNCT PROFESSOR, TEXAS WOMAN'S UNIVERSITY

1. What do you think the roles of effective principals regarding student achievement are?

A primary role of a principal is to create a vision for continuous improvement of student achievement, then goals must be developed with a plan of action in order to make the vision for improved student achievement a reality.

2. How do you think effective principals influence

a. school climate?

The principal sets the tone for school climate. Some of the adjectives that describe an effective principal's personality and leadership styel include warm, approachable, positive, genuine, authentic, supportive, and accepting. Furthermore, Dr. Keller believes that in time, the attitude and behavior of students and staff will reflect the personality and/or leadership style of the principal.

b. discipline?

Whether discipline is viewed by students and their parents as negative and punitive consequence or as constructive, logical consequence is determined by the principal's philosophy about behavior and how that philosophy is adopted by staff and communicated to students and their parents.

What impact do you think self esteem has on

a. student achievement and behavior?

Self esteem is one of the most important factors in determining successful student achievement, or lack of it. How one feels of himself or herself determines behavior, achievement, participation, how he or she views others, and if he or she becomes a contributor rather than a taker. Positive self esteem is that internal part of an individual that allows him or her to become his or her best self. Students with low self esteem often behave aggressively in attempts to seek attention (either negative or positive) and/or other external gratification – none of which ever fills the void created inside by lack of positive feelings about one's self worth.

b. principal's effectiveness

Principals must have good self esteem or he or she will not survive. Self esteem is fundamental to success. Positive self esteem allows one to make mistakes, admit them and go on. Without a strong sense of self, a principal would constantly second-guess and berate himself or herself, lie, cover mistakes, and avoid taking risks.

3. What practices do you think can promote the development of

a. principals' self esteem?

For principals' self esteem to develop, they must have the support of the staff. Past experiences can destroy the development of positive self esteem. According to Dr. Keller, by believing that God made us in His image, loves us and sent His only Son to die for us, there is no way one can not have a positive sense of self worth and self esteem. Without such a belief, however, day-to-day experiences – both personal and professional- will eventually erode the positive development of self esteem and destroy one's spirit and soul. Through one's faith in God, positive self esteem is enhanced. Consequently, she believes that a principal must be firmly gounded in his or her faith in order to endure and to become a role model for others. She truly believes that actions do speak louder than most words.

b. students' self esteem?

The principal and teachers should make every effort to model behavior associated with positive self esteem. They should also make every attempt to know students as individuals rather than as anonymous faces and numbers on class rolls. Spending time with student leaders, visiting classrooms regularly, being available, and attending student activities such as sports and social gatherings, are some of the ways to "humanize" the school institution. It is remarkable what can be accomplished both academically and socially by students who feel valued by the school staff.

5. **Are you aware of any research and/or findings on the above areas that you would like to discuss?** Yes.

- Brain research: At-risk students function primarily from the base of the brain stem. When given positive attention by teachers and tutors, these students begin to function at higher levels of brain activity. Consequently, they exhibit improved behavior and achievement.
- Site-based decision making (SBDM) and leadership: Empowered students and teachers become more contributing and successful in the school environment because of their sense of ownership and self worth created by SBDM.

As a retired high school principal, Dr. Keller believes that the primary responsibilities of an assistant principal include monitoring student behavior and creating a positive, safe learning environment. She believes that the principal must meet regularly with the assistant principal(s) in order to explore and determine the best plans for discipline for the individual student as well as for the entire student body. Creating a school climate for positive student behavior takes time, patience, and determination.

DR. JAMES MONACO – SUPERINTENDENT, AUBREY INDEPENDENT SCHOOL DISTRICT, TEXAS

1. What do you think the roles of effective principals regarding student achievement are?

According to Dr. Monaco, the basic role of effective principals with regard to student achievement is mastery learning. He strongly believes that if students are told what to

learn and master, then they can achieve. The curriculum should be aligned so that what is taught and what is tested is the same. In this way, the students will know the expectations set out, which they have to strive to meet. In addition, principals and teachers must believe that all children can learn.

2. How do you think effective principals influence

a. School climate?

Dr. Monaco expressed the view that any time the school succeeds in any event or activity, it enhances the school climate. Principals should, therefore, ensure that schools achieve their goals and that student success is the main focus.

b. Discipline in schools?

High expectations and a belief that all children can learn results in the students' learning. Consequently, the students become positive since the principal does not give up on them, but constantly keeps encouraging them to learn.

3. What impact do you think self esteem has on

a. student achievement?

Dr. Monaco believes that self esteem has a great impact on student achievement. He expressed the view that self esteem is controlled by teacher expectations. If the teacher believes that students can do it, then the students will do it. He said that high expectations trancend all barriers.

b. student behavior?

According to Dr. Monaco, self esteem has a tremendous impact on student behavior. If a student does not feel good about himself or herself, then he or she will not do well. This will result in the student looking for other ways, mostly inappropriate ones, to get attention.

c. principals' effectiveness?

Dr. Monaco feels that for a principal to be able to make others feel good about themselves, he or she must first feel good about himself or herself. He asserts that people with high self esteem have high expectations and make the difference.

4. What practices do you think can promote the development of the

a. principals' self esteem?

Team-building and consensus-building with parent and teacher groups are among the ways in which principals' self esteem can be enhanced. According to Dr. Monaco, by promoting the same vision, working together to achieve common goals, and achieving them together results in high self esteem for the principal.

b. students' self esteem?

Dr. Monaco contends that making students successful by setting high expectations and helping them meet these expectations results in high self esteem. He believes that by helping, tutoring and nurturing students, by using one-on-one instruction, and by changing programs to suit each individual student, the school can be an agent for developing and maintaining students' self esteem, which will result in improved achievement and behavior.

5. Are you aware of any research and/or findings on the above areas that you would like to discuss?

Dr. Monaco summarized the following findings;

- the teacher makes the difference
- teachers with high expectations are good for students
- teachers must take their job personally and strive for excellence

DISCUSSION WITH PRINCIPALS

DR. FULLER - ASSOCIATE PRINCIPAL, RYAN HIGH SCHOOL, DENTON, TEXAS

1. What do you think the roles of effective principals regarding student achievement are?

According to Dr. Fuller, the primary role of the principal is to set high expectations for the school and verbally communicate them to teachers and students on a regular basis. They must show the school that they want the students to succeed. Dr. Fuller stated that a reward system for success should be practiced. She commented that Ryan High School has implemented a reward system that motivates the students to higher realms of success.

In addition, the principal must monitor student achievement regularly. He or she must look at the honor roles and failure rates so that he or she will be aware of the students' performance. Dr. Fuller also believes that the principal must encourage students to participate in extra-curricular activities such as athletics and ball games, which act as a

source of extrinsic reinforcement. She asserts that for one to be eligible to participate in these activities, he or she has to attain passing grades. These activities, therefore, contribute to student achievement and must be promoted by the principal.

The principal is also responsible for selecting good teachers and monitoring their performance. He or she must be a source of encouragement and support for the teachers, so that they can teach effectively.

2. How do you think effective principals influence school climate and discipline in schools?

Dr. Fuller believes that to create a positive school climate, the principal must establish a team-approach. He or she should encourage collegiality among faculty and staff members, and should express this attitude during faculty meetings. He or she is responsible for encouraging teachers to attend professional meetings and workshops. He or she must be approachable and willing to listen to the teachers' concerns.

According to Dr. Fuller, a good school climate is like a diverse community with different people of different ages. To promote a positive school climate, the principal must be able to bring together these people as they strive to achieve a common goal. In terms of discipline, the principal must regularly communicate with the assistant principal on the most effective disciplinary measures. Discipline in the school must be consistent and fair in order for the students to understand its importance.

3. What impact do you think self esteem has on students' achievement, behavior, and principals' effectiveness?

Dr. Fuller strongly supported the contention that self esteem affects all aspects of student achievement and behavior, and principals' effectiveness. Self esteem influences students' performance in athletics and academic work, and greatly determines the nature of interpersonal relations.

Dr. Fuller asserted that principals must have self-confidence as a prerequisite for effectiveness. Similarly, it is imperative for students to possess a strong sense of self-worth so that they may be able to care for their colleagues. Dr. Fuller added that it is impossible for a student to care for others before caring for himself first. It is a strong sense of self-worth that enables the student to care for himself or herself first, and further makes it possible for the student to care for other students. It is also the principal's responsibility to support the counselors in their endeavour to promote the students' self esteem.

4. What practices do you think can promote the development of the principals' and students' self esteem?

Opportunities for students to view people as competent and having the ability to impact the lives of other people must be provided in schools. In addition, opportunities for students to be leaders and practice leadership skills should be provided. Such

opportunities are helpful for promoting the development of self esteem. Dr. Fuller noted that studies have shown that children who are involved with extra-curricular activities perform well at school.

5. Are you aware of any research and/or findings on the above areas that you would like to discuss? Yes.

Dr. Fuller briefly discussed a few findings on the related areas.

- School climate: Positive school climate results in the students and teachers anticipating going to school, resulting in student achievement.
- If students and teachers view the school as a focal point of enthusiasm and pride, they will develop the desire to excel and ownership. Consequently, student achievement and behavior will improve since the students will feel wanted and cared for.

MR. MICHAEL SATARINO – PRINCIPAL, SCHOOL FOR THE TALENTED AND GIFTED, DALLAS, TEXAS

1. What do you think the roles of effective principals regarding student achievement are?

According to Mr. Satarino, the student is the first priority of effective principals. These principals must establish a bond of trust with the students. The students must feel that the principal listens to them and has a genuine interest in them as people and not just on their education. Additionally, principals must build a bond of trust with teachers. They must show interest in the teachers. This will result in teachers recognizing the principals'

support and increasing their productivity. Mr. Satarino believes that if this trust is created between all the individuals in the school, student achievement will increase.

2. **How do you think effective principals influence school climate and discipline in the school?**

According to Mr. Satarino, effective principals influence school climate by establishing a bond of trust with parents, students, teachers and support-staff. He illustrated this concept by using an equilateral triangle. One apex represents the student, another represents the school and the third apex represents the home. Mr. Satarino asserted that if these three parts are in balance, increased student achievement and improved student behavior will result. Consequently an effective school will be built.

3. What impact do you think self esteem has on student achievement, student behavior and principals' effectiveness?

According to Mr. Satarino, what a student feels about himself greatly influences his or her achievement. Self esteem of the principal also impacts his or her effectiveness. Principals must portray love and commitment for their job, which, Mr. Satarino asserted is a ministry.

4. What practices do you think can promote the development of the principals' and the students' self esteem?

According to Mr. Satarino, simple phrases such as "thank you" that show appreciation when an effective job is done are often overlooked. It is imperative for administrators to let students and teachers know that they are valuable members of the school team. Mr.

Satarino linked this point to all levels of the school such that people above the principal should let principals know when they achieve. In the same way, principals must show appreciation for teachers' successes and attempts, who in turn, must convey the same message to the students.

5. Are you aware of any research and/or findings on the above areas that you would like to discuss?

Mr. Satarino did not cite any particular work to this effect. He, however, shared his ideas and experiences.

- He stated that when he is trusted, he works well. Once this bond of trust is broken, he moves on.
- He strongly recommended that principals must establish these bond of trust with stakeholders in the school to portray genuine care and concern, which will lead to increased student achievement, improved behavior and principals' effectiveness.

DISCUSSION WITH ASSISTANT PRINCIPALS

MR. CHRIS MORGAN – ASSISTANT PRINCIPAL, F M GILBERT ELEMENTARY, IRVING, TEXAS

1. What do you think the roles of effective principals regarding student achievement are?

Mr. Chris Morgan believes that achievement depends upon the efforts of each individual student. Accountabilility for this achievement, however, is the responsibility

of principals and teachers. Principals and teachers should deal with individual students to encourage them to achieve. They should know all the students to be able to provide the best services to them. For example, children in the bilingual and special education programs should be helped according to their idiosyncratic needs. Additionally, principals must be willing to trust teachers, who in turn, must fight for the well-being of their students.

2. **How do you think effective principals influence**

   a. **school climate?**

   Principals determine the school climate of the school. To be able to do this, they must be open-minded and honest. They must be willing to allow teachers to participate in decision-making. They must initiate SBDM, which enables teachers to feel a part of the school. In addition, principals must have a sense of humor and socially interact with teachers.

   b. **Discipline in the schools?**

   The assistant principal and teachers handle most of the discipline problems. The principal, however, steps in to deal with students with continual problems. The principal discusses with the assistant principal and teachers the best way possible to help such students. He or she decides on measures such as alternative schools and expulsions. They should always support teachers and the assistant principal when they are approached with problems.

3. **What impact do you think self esteem has on**

   a. **student achievement?**

   Self esteem and achievement are related. High self esteem will increase the chances of academic achievement. If a student feels comfortable in the school and

does not feel threatened, his or her self esteem will rise. Mr. Morgan stated that if equality is promoted in the school, all children will feel accepted, resulting in increased self esteem. In other words, students should be brought to the same level to avoid feelings of inferiority or superiority.

b. student behavior?

Student behavior and self esteem are connected. When children do not feel good about themselves, they feel out of place, resulting in discipline problems. This is because without or with low self esteem, children can not learn how to solve their problems and instead, resort to violent acts.

c. principals' effectiveness?

Mr. Morgan strongly believes that self esteem of principals depends on their knowledge. Lack of knowledge would result in low confidence. This would impede the principal's effectiveness. Therefore, it is crucial for principals to build their knowledge bases on many aspects of life, so that they will feel confident and develop their self esteem.

4. What practices do you think can promote the development of the

a. principals' effectiveness and self esteem?

According to Mr. Morgan, there is too much pressure and work load on the principal. This includes meetings with teachers, the Board, parents and students, accountability for student performance on the Texas Assessment of Academic Skills (TAAS) and staff issues. Principals need to deal with education per se. The central office should take away some of the duties and responsibilities of the principals. In this way, they will have some time to focus on real educational issues.

b. students' self esteem?

As an assistant principal, Mr. Morgan deals with discipline in the school. According to him, many teachers think that yelling at students cuts down on discipline problems. Instead of yelling, he believes that that teachers must sit and talk with the students, show them love, care and attention so that they may feel wanted and accepted. Additionally, teachers must listen to the students, and build their relationship with them. This will satisfy the students' desire to belong, hence increase their self esteem. Teachers should also look at individual children and search for the reasons for their low self esteem. This will enable the teachers to understand the reasons why a particular student behaves in a certain way, and hence decide on the best approaches to instill discipline.

5. Are you aware of any research and/or findings on the above areas that you would like to discuss?

- Discipline and dignity: Research on this area is both-sided. Discipline determines a student's dignity and vice versa.

CONNIE SHANDS – ASSISTANT PRINCIPAL, FAIRMEADOWS ELEMENTARY, DUNCANVILLE, TEXAS

1. What do you think the roles of effective principals regarding student achievement are?

According to Connie Shands, effective principals must know the curriculum. They must be in and out of the classroom and ensure that the curriculum is implemented. Additionally, effective principals ensure that the curriculum is aligned. They are not managers, but instructional leaders for student achievement.

2. How do you think effective principals influence

a. school climate?

Connie Shands believes that effective principals empower teachers. They promote the teachers' freedom to say what they want and need to say. They set the tone for building morale among the members of the school community. This includes the custodians, cafeteria staff and other support staff.

b. discipline in school?

Connie Shands discussed the link between school climate and discipline. She stated that positive school climate contributes to prosocial behavior. Principals must support teachers as they endeavour to teach students. To be effective, students must be taught to differentiate between acceptable and unacceptable behavior. They must be made to understand the rationale for acceptable or unacceptable behavior, and that inappropriate behavior leads to school failure.

3. What impact do you think self esteem has on

a. student achievement and student behavior?

Connie Shands believes that low self esteem results in underachievement and inappropriate behavior. On the other hand, high self esteem contributes to an increase in achievement and improved behavior.

b. principals' effectiveness?

Connie Shands agrees that self esteem is positively related to effective leadership. A principal who does not feel good about himself or herself can not lead the school to success.

4. What practices do you think can promote the development of the

a. principals' self esteem?

Connie Shands asserted that by developing interpersonal skills, principals will be able to interact with other members of the school community. She believes that the ability to relate well with others results in an increase of self esteem, since positive relationships can be built and maintained. If principals lack interpersonal skills, they should learn these skills so that they may know how to relate with other people, in order to build their self esteem.

b. students' self esteem?

Connie Shands felt that to develop the students' self esteem, they must be made to succeed. Administrators and teachers must know where the students are in order to assist them to succeed. This success will lead to an increase in self esteem.

5. Are you aware of any research and/or findings on the above areas that you would like to discuss?

Connie Shands summarized research on student achievement, behavior and self esteem. She said that student achievement is tied to self esteem, which is also connected to behavior.

DISCUSSION WITH STUDENTS

Seventeen high and middle school students were randomly selected and asked a number of questions regarding their achievement, behavior and self esteem. Their responses were summarized.

1. Do you think the school principal influences your

a. academic achievement?

Some of the students strongly felt that the principal influences their academic achievement. Several reasons were given to support their response. These include the fact that he determines how the regulations and rules involving tardiness and failure are enforced. Being strict and concerned with their grades made the students believe that the principal affects their achievement. Others were of the opinion that teachers influence student achievement more than the principal does, but expressed the view that since principals are concerned with teachers' recruitment and retention, they ultimately influence their achievement. Some students mentioned some positive characteristics of the principal such as being good and understanding, which encourages them to do well.

Although most of the students interviewed felt that principals motivate them to perform well, others did not seem to link their achievement to the principal's presence. They felt that principals are too occupied with official duties to actively participate in their learning. They expressed the view that principals do not care to know the students individually, hence do not participate in their achievement.

b. behavior?

The majority of the students contended that the principals influence their behavior. This is because he or she creates the atmosphere in the school and determines whether all students are appreciated, supported and encouraged to succeed. In addition, his or her presence demands respect and discipline, just by the fact that he or she is the principal.

Other students felt that principals play a major role in formulating the rules and the consequences for breaking these rules. They give detentions and suspensions and other forms of punishment. Other students felt that their principals showed genuine care and concern for their well-being, which made them behave well.

Few of the students, however, felt that the principal does not influence their behavior at all. The reason given for this point of view is the principals' behavior. Principals do not talk with the student and become distant. Their role as disciplinarians has been taken over by their assistants, hence the assistant principal and teachers influence students' behavior more than the principal does.

2. What do you understand by the term "self esteem"?

According to the students, self esteem is the feeling that allows one to feel positive and confident in oneself to help the individual attain self-actualization. It is self-satisfaction and a high self-profile. It is feeling good about oneself. Self esteem may also mean how you feel and think about yourself and how others see you, such that negative feelings of oneself lead to low self esteem, and positive feelings result in high self esteem. Other students defined self esteem from the physical perspective. They felt that self esteem is a result of physical looks, such that if they feel that he or she has good looks, then his or her self esteem would be high. Finally, self esteem was seen as an aspect of personality that keeps one hopeful for a better tomorrow, and entailed respecting oneself to do their best.

3. Does self esteem influence your

a. academic achievement and performance?

All of the students supported the contention that self esteem influences their academic achievement. Several reasons were expressed for their beliefs on this matter.

- Self esteem makes a student improve his or her performance since it acts as an internal force that motivates the student to do better. It makes the student want to achieve excellence.
- Self esteem makes the student feel bad about his or her failure, hence the student has no choice but to work hard.
- It enables students to feel good about their academic achievement, hence propels them to higher performance.
- Low self esteem results in depression, frustration and eventually, failure. It is the lack of confidence in and care for oneself that leads to this failure.
- Self esteem is also enhanced by the expectations the family or school places upon the student. One of the students strongly felt that if his parents placed high expectations on him, supported him to achieve them, and encouraged him to persist, then he would do better. His achievement would then act as the stimulus to enhance his self esteem, which would result in more achievement. He viewed self esteem as a cause (developed by the family and the school) and as a result of high achievement.
- Other students felt that self esteem helps them decide on what to do such as choosing

between activities that will enhance performance and those that will lead to failure. If a student has high self esteem, he or she will be motivated to do what is right. It also allows a student to do what he or she can to the best of his or her ability.

b. behavior?

Most of the students felt that their self esteem influences their behavior. The following reasons were given.

- Lack of confidence in oneself leads to dependence on the choices made by the group. If these choices lead to undesirable acts, then the student without self confidence will perform these inappropriate behaviors. He or she will not be able to make any decisions alone.
- In addition, low self esteem results in negative attitudes which result in a student's inability to relate well with his or her peers, family and school at large. These poor attitudes will cause a student to be defensive and rebel against any form of authority, which leads to eventual failure and discipline problems.
- A student expressed the idea that her self esteem affects others because it determines her behavior, and how she relates with her teachers. She believed that high self esteem enabled her to respond to her teachers and parents positively and make the necessary adjustments to improve her behavior and achievement. It helps one live positively and have a positive influence on the community.
- Finally, other students felt that self esteem determines one's state of mind. It enables a

person to be calm and satisfied with his or her achievements, and makes the person build a better attitude, which results in improved behavior.

4. How do you think the school (principal and teachers) can promote the development of your self esteem?

Some students did not believe that principals influenced their achievement. They, however, felt that teachers influenced their performance and behavior, and that these teachers' productivity was greatly affected by the principal as the school leader. The principal, therefore, indirectly influenced their performance. The students, thus, expressed the following ideas as ways in which either the principal or the teachers, or both, can promote the development of their self esteem, which they agreed contributes to their achievement and behavior.

- Some students commented that their principals and teachers usually give them a list of don'ts at the beginning of the school year. They should, however, give them the dos and discuss different aspects of behavior that would lead to either appropriate or inappropriate behavior.
- The principal and teachers should encourage them by praising them for their attempts to succeed. The students felt that they should be praised for appropriate behavior, and corrected for inappropriate behavior in a manner that makes them feel cared for.
- Principals should have the students' well-being at heart. They ought to show genuine concern and care for the students' achievement, behavior, and life in general. This way, the students will feel a part of the school community and appreciated.

- The students said that they believe self confidence greatly influences their achievement, behavior and their view on several issues such as discipline measures. The felt that principals and teachers have the responsibility of assisting them develop their self esteem so that they can succeed. This can be done by encouraging the students to develop personal relationships with teachers as mentors. This implies that the teachers must be approachable and understanding of the needs of the students, personalize instruction as much as possible, and help the students learn problem-solving and decision-making skills.
- Finally, the students felt that not only should the teachers make themselves accessible to them, but also the principal must break the barrier of distance that exists between him or her and the students. They expressed the concern that principals do not seem available to talk with them since they are busy attending to official matters. They felt that they should be given the opportunity to interract on a one-to-one basis with the principal, which would result in the development of their self esteem since they would feel wanted, accepted, appreciated and cared for. This will eventually lead to improved achievement and behavior.